

# CELTA 2014

## Error Correction



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# What do you have to take into consideration when thinking about the correction of errors/mistakes?

Jim Scrivener (1994) suggests:

1. Decide what kind of error has been made (grammatical? pronunciation?, etc.)
2. Decide whether to deal with it (is it useful to correct it?)
3. Decide when to deal with it (on-the-spot? delayed?)
4. Decide who will correct (teacher? S self-correction? peers?)
5. Decide on an appropriate technique to indicate that an error has occurred or to enable correction.

# Error or Mistakes?

**Errors:** learner produces incorrect language because they do not yet know or has not met the correct form (competence-based fault).

**Mistakes:** learner knows the information at a cognitive level but does not produce it accurately (performance-based fault)

# Global or Local Errors?

**Global:** communication is broken down by the speaker or writer's errors.

**Local:** sound unnatural but do not cause a breakdown in communication.

Mark in the continuum where you stand in terms of the following:



- 1) It's best to work so that students make as few mistakes as possible.
- 2) It's best to correct all the mistakes students make.
- 3) It's useful to encourage students to correct each other.
- 4) Mistakes are best corrected as soon as the students make them.
- 5) Too much correction is as bad as too little.
- 6) Mistakes are to be corrected, not errors.

# Ways of Correcting



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Giving Options  
Recasting  
Oral Prompts  
Using the Whiteboard  
Repeating  
Echoing  
Asking Questions  
Using Hand Fingers  
Gestures/Correction Symbols



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